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STRENGTHENING READING SERVICES THROUGH INCREASING PROVISIONS FOR ELEMENTARY READING CENTERS.

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IN JANUARY 1966, THE MILWAUKEE PUBLIC SCHOOLS EXTENDED READING SERVICES TO PUBLIC AND NONPUBLIC SCHOOL CHILDREN IN GRADES 3 TO 8 WHO WERE RETARDED IN READING. THE PROJECT PROVIDED ADDITIONAL READING CENTERS AND WAS CARRIED OUT IN FIVE OF 12 PROPOSED ELEMENTARY SCHOOLS. THIRTY TO 35 MINUTES OF SMALL-GROUP READING WAS GIVEN 5 DAYS A WEEK. PUBLIC-SCHOOL REFERRALS ATTENDED MORNING SESSIONS WHILE PAROCHIAL SCHOOL REFERRALS WERE INSTRUCTED IN THE AFTERNOON. FOR EVALUATION PURPOSES, CHILDREN IN GRADES 3 THROUGH 6 FROM TWO SCHOOLS SERVED AS THE EVALUATION SAMPLE. ACHIEVEMENT WAS DETERMINED BY THE CALIFORNIA READING TEST, TEACHERS' RATINGS, A PUPIL ATTITUDE SURVEY, AND PUPILS' REPORT CARDS. THE TEACHERS AND PRINCIPALS INVOLVED EVALUATED THE PROJECT AT ITS CONCLUSION. RESULTS SHOWED THAT THE MAJORITY OF THE REFERRALS GAINED IN READING GRADE EQUIVALENT AND THAT THEIR READING RETARDATION WAS REDUCED. BETTER PUPIL-TEACHER RELATIONSHIPS AND IMPROVED PUPIL-BEHAVIOR WERE OBSERVED. MATERIALS, TECHNIQUES, CLASS SIZE, CURRICULUM, AND SUPERVISORY HELP WERE RATED AS EXCELLENT. SAMPLE EVALUATION FORMS ARE PROVIDED. (NS)

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MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction

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STRENGTHENING READING SERVICES THROUGH INCREASING PROVISIONS FOR ELEMENTARY READING CENTERS

JANUARY 31, 1966 - JUNE 17, 1966

PROGRAM EVALUATION

conducted by

DEPARTMENT OF PSYCHOLOGICAL SERVICES AND EDUCATIONAL RESEARCH

in conjunction with

DEPARTMENT OF SPECIAL EDUCATION

RE001 115

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

	Page
INTRODUCTION	1
SPECIFIC OBJECTIVES	3
POPULATION SERVED BY THE PROJECT	4
DESCRIPTION OF PROJECT PROCEDURES	5
PROJECT IN OPERATION	8
EVALUATION PROCEDURES	9
RESULTS OF ANALYSIS OF DATA	13
SUMMARY OF FINDINGS	22
REFERENCES	24
APPENDIXES	25

PROGRAM TO STRENGTHEN READING SERVICES THROUGH INCREASING PROVISIONS FOR ELEMENTARY READING CENTERS

INTRODUCTION

This project, organized and conducted by the Milwaukee Public Schools, Division of Curriculum and Instruction, Department of Special Education (Remedial Reading), was funded under Title I of the Elementary and Secondary Education Act of 1965. It was set up to extend and expand the reading improvement program; namely, elementary reading centers, to 12 additional schools which fall within the definition of project area schools (those having a concentration of culturally disadvantaged pupils). The evaluation of the program was directed by the Department of Psychological Services and Educational Research of the Milwaukee Public Schools.

The general purpose of the project is to strengthen and extend reading services through the establishment of additional reading centers in elementary schools in areas of cultural deprivation as determined by both the Social Development Commission and the Board of School Directors of Milwaukee.

One of the greatest contributors to reading difficulty for the culturally disadvantaged child is his home environment. A rich background of experiences is needed before he can understand the world of books. Within the homes of this group, a scarcity of books, magazines and other cultural media is often apparent. This restricts growth markedly and permits the child to bring to a school situation only the most meager kind of experiential background. Milner (1951), found that

not only were there fewer books in lower class homes, but lower class children were read to less frequently. Hilliard and Traxell (1937), found children with rich information backgrounds to be better equipped for reading than were children of meager backgrounds.

In many cases, if there is literature present in the home, it cannot be utilized to its full advantage due to the child's difficulty in reading. Dr. Mary Austin indicated that by the 9th grade the culturally deprived child is from one to six years retarded in reading, that he belongs to the group we often refer to as the underachievers, his attitude toward school is usually negative and he becomes an early dropout. These children also fail to develop reading ability adequately because they lack the necessary discrimination of sounds.

Continuous growth in both ability to read and desire to read is crucial to academic progress. The transfer of reading ability to the content areas can be exceedingly confusing and frustrating for the culturally deprived, since their cultural heritage condemns them to struggle for any progress in skill and knowledge.

The Milwaukee Public Schools has operated a reading improvement program in numerous centers for a number of years. These centers take the reader at his present level of achievement and allow him to move as rapidly as possible to a level of reading achievement commensurate with his potential or capacity. Special activities involving small groups and individual instruction are included. Thus, remedial reading help differs only in degree and intensity from regular reading instruction. Each pupil in the reading center is helped to see evidence of his own improvement. It is also important to increase his self image,

motivation and self direction. The reading center also tries to instill in each pupil the desire to read for pleasure as this sets the stage for further learning and greater achievement in reading.

It is to be noted that these desirable services were not offered at 12 of the elementary schools which fall within the definition of project area schools; hence, the need for this project. Reading center services would also be extended to pupils of non-public school systems.

Dates of Inception and Conclusion

The expanded elementary reading center program in the Milwaukee Public Schools was implemented on January 31, 1966 and concluded with the end of the semester, June 17, 1966, covering a period of four months, two weeks.

The report which follows describes the specific objectives of the project and the design of the study including the population served by the project, description of the project in operation and a discussion of evaluation and data collection procedures. This report also reviews the findings or results of analysis of data together with a summary of these findings.

SPECIFIC OBJECTIVES

The specific objectives of the program are:

1. To extend and expand reading center services for pupils in grades 3-8, public and non-public, who have evidenced difficulty in developing reading skills and are at least one year or more retarded in reading achievement with regard to their mental capacity.

2. To develop specific skills needed in the reading process.

3. To develop within each child a feeling of confidence and to provide for the enjoyment of both the process and results of reading.

POPULATION SERVED BY THE PROJECT

During the past semester, this project was carried on in 5 of the 12 proposed elementary schools in the City of Milwaukee involving a total of 156 public school children and 57 non-public school children, with a grade level of grades three through eight.

The project included the Catholic Archdiocese and Missouri Synod Lutheran Schools during this past semester. Public school pupils were served in the morning and parochial school pupils attended the reading centers in four of the five schools in the afternoons. This phase of the project was not implemented until well into the semester due to administrative problems. For this reason, these pupils were not used in the evaluation sample.

Table 1 presents the list of project schools and reading center enrollments:

TABLE 1

PROJECT SCHOOLS AND READING CENTER ENROLLMENTS

School	Grades	Reading Center Enrollment	
		Public School	Non-Public School
Fratney	3-8	32	16
Siefert	3-6	31	10
Kagel	3-6	38	0
Lincoln Ave.	3-6	27	16
Mitchell	3-6	28	15
	Total -	156	57
	Total Project Population - - - - - - -		213

A total of six reading center teachers was involved in these five schools. The same reading specialist served both the public school and non-public school groups.

The project was administered by the Supervisor of Remedial Reading of the Department of Special Education, Milwaukee Public Schools, hereafter known as the Coordinator or Project Director. Other ancillary personnel included a Supervising Teacher, also from the Department of Special Education in Remedial Reading and a secretary. The supervising teacher also served as the liaison school official between public and non-public schools.

DESCRIPTION OF PROJECT PROCEDURES

The particular five schools were selected as project schools since they are located in the target area designated by the Social Development Commission as being in an area of high population density and mobility. They also fit the selection criteria since a large percentage of so-called culturally disadvantaged pupils, as defined by the Elementary and Secondary Education Act of 1965, are attending these schools. In addition, these schools did not have a Reading Center Program or any type of remedial reading service. Space was also available in these buildings for operation of the project. As of this report, the project has not been implemented in the remaining seven schools originally planned for inclusion in the project due to difficulty in hiring qualified reading specialists.

Pupils, both public and non-public, were selected on the basis of certain criteria:

1. All evidenced difficulty in developing reading skills and were at least one year or more retarded in reading achievement from their mental capacity as measured by standardized tests of intelligence and reading achievement.

2. Priority was indicated for these pupils who were the most retarded in reading and generally to those with average and above average intelligence.

3. Children enrolled from non-public schools were included on a similar referral basis through a liaison administrative school official.

Each of the six specially trained reading center teachers selected holds a state license for remedial reading, has specific knowledge of the effects of cultural deprivation, child development, experience in the field of remedial reading, and a general knowledge of educational and teaching procedures in the middle elementary grades. They averaged six years of experience in this field. One holds a Masters Degree and five have Bachelors Degrees. They were selected because of their ability to be flexible, their willingness to cooperate in the operation of the project, and previous experience in working with culturally deprived children.

Primary responsibilities of the Reading Center Teachers, in addition to working with project pupils on an intensive basis, included evaluation of reading and word analysis skills, testing, preparation of materials and planning of activities and learning tasks for project pupils, compilation of materials and development of techniques found to be especially suitable in working with this type of child, and assistance in the collection of data.

Close interaction with each public school classroom teacher was maintained by reading specialists in order to correlate the experiences of project pupils with the ongoing classroom curriculum.

The function of the Project Director and Supervising Teacher was to administer the project as to selection of schools, pupils to receive this service and personnel. In addition, they had the major responsibility for inservice orientation of the project staff, ordering of supplies and the writing of summary reports and budgets as required. The Coordinator holds a Masters Degree and a state license in Special Education. The Supervising Teacher holds a Masters Degree and a state license in Remedial Reading. They average 17½ years' experience in this field as teachers and administrators.

The function of the research assistant was to design a research and evaluation plan for the project, to establish procedures and a timetable for data collection, to design evaluative instruments to be used by project personnel in the implementation and analysis of the project's worth. In addition, her responsibilities included a close working relationship with the Project Director, Supervising Teacher, and the two reading center teachers who served the evaluation sample. Other functions of the research assistant included the writing of an interim or progress report in April, 1966 continuous feedback of information as to the status of the evaluation plan, final analysis of data collected and the writing of this summary report on the findings or results of the ananlysis of data in the project.

Several inservice training sessions were held at different stages in the project. At one such meeting, reading center teachers met with Dr. Harry Novak and Miss Lisa Bonaventuri, consultants in remedial reading from Providence, R. I. Teachers College.

THE PROJECT IN OPERATION

An expanded and extended reading center program for children, grades 3-8, public and non-public, who exhibited difficulty in developing reading skills and were one or more years retarded in reading achievement with respect to their mental capacity, was begun on January 31, 1966 in the above named elementary schools.

The reading center program adapted reading instruction for low-income culturally deprived children through a diagnostic approach which recognizes individual differences and the specific needs of each pupil.

Materials and equipment specially geared to fulfill the needs of retarded readers were used by the reading specialists in each of the five centers. These included: high interest, low vocabulary books, highly motivating games, workbooks and electronic aides--visual equipment.

Reading center teachers worked on an intensive basis with small groups of six to eight public school pupils per 30-35 minute class period each morning, five days per week; and with the same size groups of non-public school pupils in the afternoons, five days per week.

For the purpose of this evaluation, the two centers located at Mitchell School and Lincoln Avenue School are being used as the evaluation sample. These two schools had more characteristics in common than others, including experience of the reading specialist, age and grade level of the pupils being serviced, starting dates and thus were selected.

Fifty-four children, grades three through six, who exhibited at least one year reading retardation with respect to their mental capacity, were seen in small groups of six to eight for a period of 30-35 minutes per day in these two schools. This group of 54 will hereafter be known

as the experimental group. A contrast or non-experimental group of 27 children at each schools(54 total) was established. Members of this group, grades three through six, also exhibited reading retardation with respect to their mental capacity. These children were not serviced in the reading centers because of lack of space even though they fit the selection criteria but to a lesser degree.

As was mentioned above, only public school pupils make up the evaluation sample, since the non-public school pupils did not become part of the project until well into the semester due to organizational problems.

EVALUATION PROCEDURES

A two group experimental research design using the project group and a conveniently available non-project group as the control was used. As stated above, the experimental group totaled 54 pupils and the control group contained 54 pupils of the same approximate chronological age, grade level, reading retardation and mental ability. Thus, the evaluation sample from the two reading centers totaled 108 pupils.

Test data and other evaluative data for pupils in both the experimental and control groups is included in the analysis.

Baseline data, such as sex, grade, birthdate and Lorge-Thorndike Intelligence Test scores was collected early in the project on each of the 108 pupils in the evaluation sample.

Attendance records for all pupils in the reading center classes were kept by the teachers. They also made evaluations of the project as a whole at its conclusion and kept a log of instructional materials and techniques which they found useful in working with pupils in the experimental group.

The California Reading Test was administered to all pupils in the evaluation sample (108) by the two reading center teachers. Form W, either upper primary or elementary level, was given as a pretest in early February. Form X, the same two levels, was administered as a post-test in late May to the same evaluation sample by the same teachers.

Table 2 presents the evaluation sample used on the California Reading Test.

TABLE 2

EVALUATION SAMPLE TESTED PRE - POST ON THE CALIFORNIA READING TEST

School	No. Tested (Pre)			No. Tested (Post)		
	Exp.	Control		Exp.	Control	
Lincoln Avenue	27	27		23	23	
Mitchell Street	27	27		27	27	
	54	54	108	50	50	100

This table shows a loss of eight pupils between the pretest in February and the post-test in late May. All eight transferred either to another school in Milwaukee or moved out of the city. Therefore, the sample size on the pretest was 100% of a total N=108; and on the post-test, 93% of total N=108.

Reading Center teachers rated their pupils on a six item rating scale, both pre and post. Three of the items included the teachers' judgment as to the child's self-confidence, feeling of security and positive attitude toward school. The other three pertained to various

aspects of the reading program; such as an eagerness to read, desire to learn through reading and use of basis reading skills. Classroom teachers, using this same six-item rating scale, rated the pupils who were not in the reading center program.

A pupil attitude survey was administered to the children in both the experimental and non-experimental groups late in May by the Research Assistant. This included nine items based on attitudes toward self, school, peers and various aspects of reading.

Reading report card grades for the first semester of the school year for both the experimental and control groups were compared to those of this past semester, thus serving as a pre-post measure.

Table 3 indicates the schedule used in gathering this data.

TABLE 3

DATA COLLECTION TIMETABLE

February 15	-	Pretest pupils in experimental and control groups-- California Reading Test - Form W.
March 15	-	Teachers' Pupil Rating Scale — pre - both experimental and control.
April 1	-	Baseline data from ADP cards due - both experimental and control.
May 25-26	-	Pupil Attitude Survey to be administered to experimental and control groups by Research Department.
June 3	-	Post-test California Reading Test Form X to both experimental and control groups.
June 6	-	Teachers' Pupil Rating Scale — post - both experimental and control.
June 10	-	Teacher evaluation of project and log of instructional materials and techniques due. Principals' evaluations due.
June 13	-	Attendance sheets for evaluation sample due. Reading Report card grades for 1st and 2nd semesters due.

Limitations of Data Collection Procedures

1. Plans are being made for the inclusion of non-public school pupils in the evaluation sample for next year. Also, that the sample size will be increased to include more than two schools.

2. An attempt should be made to match, more closely, members of the experimental and control groups with regard to their reading retardation. During this past semester, pupils in the non-experimental group were less retarded in reading at the outset according to scores on the California Reading Test than their counterparts in the experimental group.

3. Time-Factor -- Since the project was implemented in late January and concluded in early June, the time span between pre and post testing was of necessity of short duration. Undoubtedly, different results would be obtained if the project could cover an entire school year. Plans are being made for this at the present time.

4. The pupil attitude survey, which was administered only as a post measure this past semester, should be given at the beginning of the school year so as to get a more reliable picture of the change in pupil attitudes toward self, school, peers and various aspects of reading.

5. A parents' rating from should be devised so that they could indicate their feelings and observations of the results of the project, as evidenced by the pupils' reading carry-over into the home.

RESULTS OF ANALYSIS OF DATA

Various statistical procedures were used in the analysis of both objective and subjective data. In analyzing the baseline data, it was found that the average age of the 108 pupils in the evaluation sample was ten years two months. Twenty-nine boys and 25 girls were enrolled in the experimental group and 30 boys and 24 girls in the non-experimental group. The mean percentage of maximum possible attendance for the experimental group was 95%. The mean percentage of maximum possible attendance for the control group was 93.7%. The mean percentage of maximum possible attendance for reading center teachers was 98%.

All pupils in the evaluation sample had been given the Lorge-Thorndike Intelligence Test as a part of the city-wide testing program, and the mean I.Q. score on this test for the experimental group was found to be 101. The mean I.Q. score for the non-experimental group was 97. Research shows that there is a high correlation between reading ability and intelligence.

During the course of the project, January 31 - June 17, 1966, eight or seven percent of the evaluation sample transferred to another school outside of the project or moved out of the city.

California Reading Test Results

The California Reading Test Form W, Upper Primary or Elementary Level, was administered to all 108 pupils in the evaluation sample in February as a pretest. Form X, same levels, was given in early June to both the experimental and non-experimental groups (N=100) as a post-test measure.

Table 4 shows the results of the comparison of these two measures for the evaluation sample.

TABLE 4

A COMPARISON OF THE MEANS ON THE CALIFORNIA READING TEST (N=100)

	Form W(pre) Gr. Equiv.	Form X(post) Gr. Equiv.	Diff.	Form W(pre) Rdg. Retd. Years	Form X(post) Rdg. Retd. Years	Diff.
Experimental	4.0	4.5	+.5	1.5	1.3	+.2
Non-Experimental	3.7	3.8	+.1	.7	.4	+.3
MEAN DIFFERENCE			+.4			-.1

Pupils in the evaluation sample who received the added services of the reading center together with its special help in reading made a mean gain of five months in a $3\frac{1}{2}$ months' period. Those not receiving this service gained only one month in the same $3\frac{1}{2}$ months' period.

Experimental pupils reduced their reading retardation by a mean of two months and the contrast group lowered their reading retardation mean by three months. It should be considered that the reading retardation of the non-experimental group was considerably less than the experimental group at the beginning of the project. The reading retardation score was obtained by comparing the reading score made on the California Reading Test with the pupils I.Q. score.

Since the pupils in both groups were of the same approximate grade levels and chronological age, had approximately the same mean I.Q. scores

on the Lorge-Thorndike Intelligence Test, and had similar socio-economic backgrounds, it appears that the experimental group showed a slight mean gain in reading grade equivalent over the non-experimental group even though this gain is not significant statistically at the .05 level. This gain was made in a 3½ month period in spite of the short time between pre and post testing and after only 3½ months' remedial work in the reading center.

Pupil Rating Scale Results

Reading Center teachers rated the experimental pupils on a six-item rating scale pre and post, as did the classroom teachers using the same rating scale for the non-experimental group.

Table 5 includes teacher ratings of both experimental and contrast groups on the six items.

TABLE 5

PER CENT OF POSITIVE TEACHER RATINGS ON THE PUPIL RATING SCALE

	X N=50			C N=50		
	Pre	Post	Gain	Pre	Post	Gain
Exhibits self-confidence	23	34	11	28	38	10
Shows a feeling of security	20	36	16	27	33	6
Shows a positive attitude toward school	32	50	18	38	38	0
Exhibits an eagerness to read	32	54	22	26	40	14
Has the desire to learn through reading	30	46	16	13	19	6
Employs basic reading skills	11	42	31	9	19	10

Apparently in the opinion of the teachers, the pupils not in the reading center situation had a slightly more positive feeling of self confidence, were more secure, and had a more positive attitude toward school at the beginning of the project. Pupils in the reading centers seemed to show more of an eagerness to read, a greater desire to learn through reading, and greater usage of basic reading skills at the start of the project.

Post ratings of both groups by the same teachers show that the pupils in the reading centers made greater percentage gains in all six characteristics than the non-experimental group, and now exceeded the contrast group in everything but showing self-confidence. The largest percentage gain being made in usage of basic reading skills.

Table 6 shows a comparison of mean scores on the Pupil Rating Scale.

TABLE 6

COMPARISON OF MEAN SCORES ON PUPIL RATING SCALE

Item	Experimental			Non-Experimental		
	Pre	Post	Diff.	Pre	Post	Diff.
1	2.87	3.42	+.55	2.94	3.12	+.18
2	2.82	3.28	+.46	2.93	3.07	+.14
3	3.07	3.28	+.21	3.07	3.13	+.06
4	3.09	3.63	+.54	2.69	3.09	+.40
5	3.04	3.34	+.30	2.44	2.75	+.31
6	2.65	3.30	+.65	2.54	2.75	+.21
	2.92	3.38	+.46	2.77	2.99	+.22

On Items 1, 2, and 3 on the pre ratings, the experimental group had the same or lower mean score than the contrast group. On Items 4, 5, and 6 on the pre ratings, the experimental group scored higher than the non-experimental group. However, on the post ratings, the reading center pupils showed greater mean scores on all six items than the non-reading center group. Greater mean increases on five of the six items between pre and post were shown by the experimental group.

An analysis of variance between the means of the experimental and non-experimental groups both pre and post was done on Items 3, 4, 5, and 6. Differences in the means on Items 4 and 5 were found to be significant at the .01 level in both the pre and post ratings. Item 6 difference was not significant at the .01 level in the pre rating but was in the post. The difference between the means on Item 3 was not significant in either the pre or post ratings.

Pupil Attitude Survey Results

A pupil attitude survey was administered by the research assistant in late May to all pupils in the evaluation sample. This survey included nine items based on attitudes toward self, school and peers in general, and on reading in particular. No significant differences were observed between the 50 pupils in the experimental group served by the reading center and the 50 children in the non-experimental group with regard to these attitudes when taken as a whole.

However, Table 7 shows that when the nine items are considered separately significant differences between the two groups are noted on three of the nine items.

Table 7 - Percentage of Positive Responses on Pupil Attitude Survey (See page 19.)

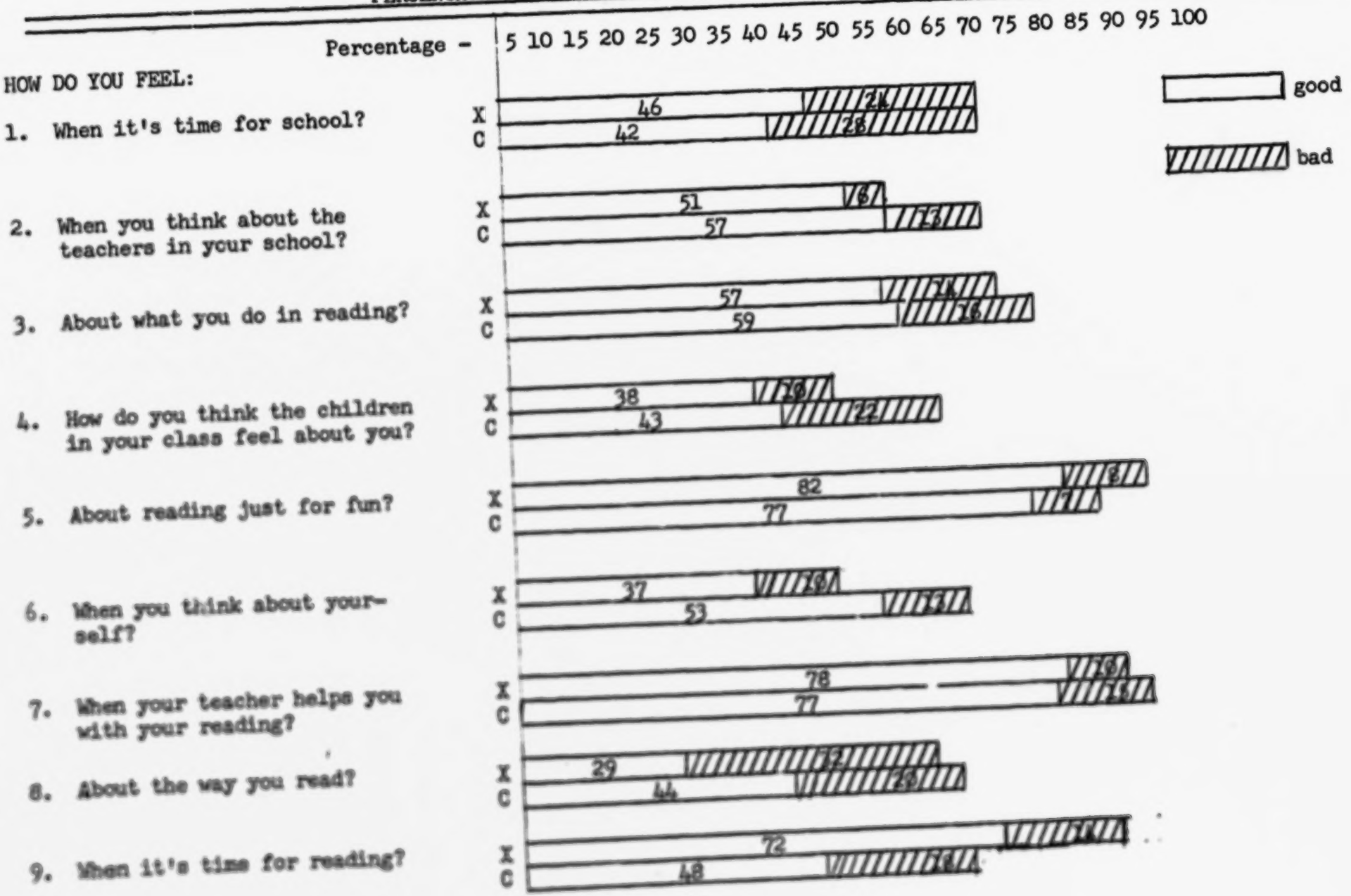
It appears that the children in the experimental group have a poorer self-image and feel worse about the way they read than the contrast group. Nevertheless, the experimental group feels much better when it is time for reading than the non-experimental group.

Reading Report Card Grade Findings

Reading report card grades given by the regular classroom teacher for the first semester of the school year, for both the reading center and non-reading center groups, were compared to those of this past semester; thus serving as a pre-post measure. In the case of the pupils in the experimental group (children receiving the reading center service,) 16% raised their reading grade, 14% lowered it, and 70% stayed the same. In the case of the contrast group (children not receiving the reading center service,) 9% raised their reading grade, 6% lowered it, and 85% remained the same.

TABLE 7

PERCENTAGE OF POSITIVE RESPONSES ON PUPIL ATTITUDE SURVEY



Teacher Evaluation of Instructional Materials and Teaching Techniques

Reading center teachers kept a log of some of the instructional materials which they found to be most helpful in working with the experimental group. The following is a compilation of these materials:

1. "Webster's Practice Readers"
2. "Readers Digest Skill Builders"
3. SRA-"Reading for Understanding"
4. "Phonics We Use"
5. McCall-Crabb Standard Test Lessons

The reading specialists were also asked to list some of the most valuable teaching techniques which they had used in working with the experimental group and which could be used by regular classroom teachers working with culturally disadvantaged children. A compilation follows:

1. Gray's "Approach to Developing Phonetic and Structural Analysis" provides good sequence for presenting reading skills.
2. Oral reading.
3. Competition with self and others in the form of games and contests.
4. Charts, graphs, and maps which show reading progress.
5. Freedom to take library books home encourages outside reading that otherwise might not take place.

Project Evaluation by Teachers

Reading Center teachers were asked to evaluate the project at its conclusion. In their opinion: better motivation and behavior on the part of the pupils was a result of the project; closer teacher-pupil relationship resulted; instructional materials were satisfactory and appropriate; they had been involved sufficiently in the structuring of the project; they had received excellent help from the supervisory staff; they would like additional in-service orientation sessions; and classroom teachers in their schools reacted favorably toward their project.

Most helpful feature of the project in the opinion of the reading center teachers was the individualism of work due to smallness of classes and appropriate materials. Another helpful feature of the project was the freedom the reading specialist had to organize and conduct the center according to his own ideas and talents within set guidelines.

There were no least helpful features in their opinion. However, it was stated that much of the materials, supplies and books did not arrive until midway into the semester, or even later, thus causing a great handicap. It was suggested that more film strips, tapes and access to overhead projectors be made available.

Project Evaluation by Principals

Principals of the two schools in the evaluation sample were asked to rate the project as to how well it met six criteria. A 3-point scale was used: 3 = Outstanding 2 = Satisfactory 1 = Unsatisfactory

Table 8 shows these criteria and the results:

TABLE 8

RATINGS OF THE PROJECT AS A WHOLE BY THE PRINCIPALS

As a result of this project, there has been improvement in:	Mean Score
1. Teaching-learning Environment	3
2. Pupil Attitude	2
3. Personal Development of Pupil	2
4. Pupil-Teachers Relationship	3
5. Supervision	3
GRAND MEAN FOR THE PROJECT	2.6

SUMMARY OF FINDINGS

Strengths of the Project

1. It is apparent that the majority of the children who participated in this project needed the type of service offered and benefited by participating. Standardized test scores on the California Reading Test indicate that 80% showed a slight increase in reading grade equivalent and slight decrease in reading retardation in a period of 3½ months. The range of gain in reading grade equivalent for this 80% was one month to one year and one month. Pupils in the experimental group made a mean gain of five months in the 3½ month period in contrast to the pupils in the non-experimental group who gained only one month in the same 3½ month period.

2. In the opinion of the teachers, a greater increase was exhibited on five of the six items of a pupil rating scale by the experimental group than by the non-experimental group.

3. Pupils in the experimental group raised their reading report card grades 16% in contrast to 9% for the control group over the previous semester.

4. Without exception, the reading center teachers considered the teaching materials, the class size, the scope of the curriculum, and the help received from the supervisory staff as being excellent.

5. Motivation and behavior of most of the pupils who were in the reading centers seemed to show improvement during the project according to teacher judgment.

6. Reading specialists and principals considered pupil-teacher relationships to be strengthened as a result of the project.

7. Supervisory personnel were satisfied with the professional competence, performance and attitude of the reading center teachers and ancillary personnel.

8. Physical facilities, space and maintenance were considered adequate in most of the instances.

Limitations of the Project

1. Project personnel felt that the time factor was a handicap during the past semester. A great deal of the project planning was not accomplished until after the reading center classes had been set up.

2. The fact that the non-public school pupils did not enter the project until April was also a limiting factor. Plans are being made to extend the reading center services to these children at the beginning of the school year next fall. Selection criteria and administrational details have now been worked out for their inclusion.

3. The non-implementation of a consultant program in reading as per the original proposal was a limitation of the project. This consultant would examine the reading centers, talk with teachers and supervisory staff, indicate areas of strength and weakness, and suggest specific areas for improvement. He would recommend modifications or additions to the program in the light of recent curriculum and teaching trends in the field of reading. Plans are being made to implement the consultant program next fall.

4. The fact that only five of the proposed twelve additional reading centers were placed in operation this past semester is considered a limitation of the program by all project personnel. Plans are being made to increase this number to ten at the beginning of the next semester.

REFERENCES

Austin, Mary C. Reading for the Culturally Disadvantaged Child. A speech delivered to the Wisconsin State Reading Association Conference, May, 1965: Stevens Point, Wisconsin.

Hilliard, George, and Troxell, Eleanor. Informational Background as a Factor in Reading Readiness and Reading Progress. Elementary School Journal 38; 255-63; December, 1937.

Milner, Esther. A Study of the Relationship Between Reading Readiness in Grade One Children and Patterns of Parent-Child Interaction. Child Development 22: 95-112; June, 1951.

APPENDIXES

A. Pupil Rating Scale

B. Pupil Attitude Survey

C. Evaluation of Instructional Materials and Teaching Techniques

D. Teacher Evaluation Form

E. Principals' Reaction Form

PUPIL RATING SCALE

Pupil _____ School _____

Teacher _____ Date _____

Directions: Place a mark (✓) in the appropriate column after each characteristic.

	Never	Seldom	Occasionally	Frequently	Very Frequently
Exhibits self-confidence					
Shows a feeling of security					
Shows positive attitude toward school					
Exhibits an eagerness to read					
Has the desire to learn through reading					
Employs basic reading skills					

Date _____ School _____

Name _____ Teacher _____

Boy _____ Girl _____

1. How do you feel when it's time for school?

Good _____ Neither good nor bad _____ Bad _____

2. How do you feel when you think about the teachers in your school?

Good _____ Neither good nor bad _____ Bad _____

3. How do you feel about what you do in reading?

Good _____ Neither good nor bad _____ Bad _____

4. How do you think the children in your class feel about you?

Good _____ Neither good nor bad _____ Bad _____

5. How do you feel about reading just for fun?

Good _____ Neither good nor bad _____ Bad _____

6. How do you feel when you think about yourself?

Good _____ Neither good nor bad _____ Bad _____

7. How do you feel when your teacher helps you with your reading?

Good _____ Neither good nor bad _____ Bad _____

8. How do you feel about the way you read?

Good _____ Neither good nor bad _____ Bad _____

9. How do you feel when it's time for reading?

Good _____ Neither good nor bad _____ Bad _____

EVALUATION OF TECHNIQUES AND INSTRUCTIONAL MATERIALS

Please list some of the most valuable techniques that you have used in working with pupils in the project.

Please list some of the instructional materials that you have found most helpful in working with pupils in the project.

CHECK ONE:

_____ Teacher

_____ Therapist

I am connected with the -

_____ Elementary Language Dept. Project

_____ Elementary Reading Center Project

_____ Secondary Science Project

MILWAUKEE PUBLIC SCHOOLS

TEACHER EVALUATION FORM

We would like you to help us evaluate the _____ funded under the Elementary and Secondary Education Act. In this way, we can determine the strengths and weaknesses of the project this last semester, and so plan better for the future. This evaluation should not require more than ten minutes of your time.

There are two types of questions. For the first, you should simply check the adjective that best describes your feelings about the question.

Example:

How do student's oral reports compare with written work in helping students to reason critically?

_____	_____	X	_____	_____
Much Better	Better	Same	Lower	Much Lower

The second type of question is a short-answer question. For these you should write out the idea or ideas that the question suggests to you.

When you have completed this evaluation, enclose it in the school-museum envelope and send it directly to the Research Department. Thank you for your cooperation.

I am connected with:

_____ Elementary Language Development Project

_____ Elementary Reading Center Project

_____ Secondary Foreign Language Project

_____ Secondary Home Economics Project

_____ Secondary Science Project

1. Do you feel that the students selected for the project classes received more benefit from this type of class setting than they would have from a regular class setting?

Definitely Yes	Yes	Neutral	No	Definitely No

2. How did the motivation of the students in the project classes compare with that of similar students in a regular class setting?

Much Better	Better	Same	Lower	Much Lower

3. How did the behavior of the students in this type of classroom setting compare with students in a regular class setting?

Much Better	Better	Same	Lower	Much Lower

4. Does the project help promote a closer teacher-student relationship?

Definitely Yes	Yes	Same	No	Definitely No

5. Have the instructional materials generally been appropriate and satisfactory for the classes?

Definitely Yes	Yes	Somewhat	No	Definitely No

6. What in your opinion is the most helpful feature in this project?

_____

_____

_____

7. What in you opinion is the least helpful feature in this project?

_____

_____

_____

8. Did you feel that you personally have been sufficiently involved in the structuring and planning of this project?

Definitely Yes	Somewhat	No	Definitely No

9. What additional instructional aids would have been helpful to you?

_____

_____

_____

10. How would you rate the help that you received from your Supervisory Staff?

Outstanding	Excellent	Good	Fair	Inferior

11. Do you feel that you would benefit from additional inservice orientation sessions?

Definitely Yes	Yes	Somewhat	No	Definitely No

12. What do you think generally about the procedures being used to evaluate this project?

Outstanding	Excellent	Good	Fair	Inferior

13. What changes would you make in this project?

_____

_____

_____

14. How do you feel that the teachers in your school not directly associated with E.S.E.A. projects react toward your project?

Very Favorably	Favorably	Neutral	Unfavorably	Very Unfavorably

15. How do you evaluate this project overall?

Very Favorably	Favorably	Neutral	Unfavorably	Very Unfavorably
_____	_____	_____	_____	_____

16. How do you evaluate overall the Elementary Secondary Education Act projects at your school?

Very Favorably	Favorably	Neutral	Unfavorably	Very Unfavorably
_____	_____	_____	_____	_____

If there are any other comments that you wish to make, please feel free to do so here:

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction

June 2, 1966

MEMORANDUM - Principals' Reaction Form for ESEA Projects

To:

From: Educational Research

The purpose of this memorandum is to ask you, as a school principal, to share with us your opinion of ESEA projects which have operated this semester in your school. The ESEA projects are those which are funded under the Elementary and Secondary Education Act.

Completing a questionnaire on each project in each school would be a formidable task. In order to obtain your judgment as accurately and efficiently as possible, we have prepared a single chart which includes all the projects and objectives. We hope you will find it comprehensive and convenient.

This information will be supplementary to that provided by other data collecting procedures. For example, pupil achievement is not included in this list of objectives because other methods will be used to assess pupil achievement.

On the attached chart, we have listed the titles of the ESEA projects. On the left-hand side of the page you will find a listing of objectives (aims or goals) that are common to several of the projects. Cells within certain rows and columns of the chart are circled in red to indicate that these specific objectives apply to a given project in your school. Using the key shown below, please place a rating within each circled cell.

Please return this form in the enclosed self-addressed envelope by June 15, 1966. If you have any questions, call John Belton, Supervisor of Educational Research, 476-3670, Extension 394.

Use the ratings as follows:

RATING KEY

3. Project fulfilled this objective to an outstanding degree

2. Project satisfactorily reached this objective

1. Project was unsatisfactory in reaching this objective

0. I have no opinion

School _____

Key:
3 = Outstanding
2 = Satisfactory
1 = Unsatisfactory
0 = No Opinion

Category	As a result of this project, there has been improvement in:	OBJECTIVES (AIMS OR GOALS OF E.S.E.A. PROJECTS)										
		T-1 Lower Pupil-Teacher Ratio Project No. II	E-1 School Library Services	E-2 Expanded Reading Center Services	E-4 Additional Non-teaching Vice-Principals	E-5 Special Physical Education Teacher Program	E-6 Art Experience Program	E-7 Music Experience Program	E-8 Speech & Language Skills Building Program	E-10 Outdoor Education	SS-1 Expansion of Psychological Services
A.	Teaching-Learning Environment	(2)									
B.	Teaching Performance in This Area										
C.	Pupil Attitude	(1)									
D.	Personal Development of Pupil	(0)									
E.	Pupil-Teacher Relationship	(3)									
F.	Home-School Relations										
G.	Out-of-School Activities										
H.	Curriculum Materials										
I.	Teacher Morale	(3)									
J.	Supervision										

5/66